

AN ANALYSIS OF STUDENTS' SELF-EFFICACY IN SPEAKING SKILL AT SEVENTH SEMESTER STUDENTS FOR THE ENGLISH EDUCATION STUDY PROGRAM AT UNIVERSITAS MUHAMMADIYAH KOTABUMI

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***Abstract:** Efikasi diri merupakan keyakinan diri seseorang atas keahlian atau bakat yang telah dimiliki. Dalam keterampilan berbicara efikasi diri memiliki peran penting atas keberhasilan siswa dalam menyelesaikan tugas yang diberikan oleh dosen. Tujuan dari penelitian ini adalah untuk mengetahui apa saja faktor penyebab efikasi diri siswa dalam keterampilan berbicara dan faktor dominannya. Ada dua pertanyaan penelitian yang dibahas dalam penelitian ini, (1) Apa saja faktor penyebab efikasi diri siswa dalam keterampilan berbicara?, dan (2) Apa faktor dominan penyebab tinggi atau rendah efikasi diri siswa dalam keterampilan berbicara?. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif deskriptif. Partisipan dalam penelitian adalah mahasiswa semester tujuh prodi pendidikan bahasa inggris Universitas Muhammadiyah Kotabumi. Dalam melakukan penelitian ini, peneliti memperoleh data melalui angket. Hasil penelitian ini menunjukkan bahwa dari 8 siswa 4 diantaranya memiliki efikasi diri yang tinggi dan 2 rendah. Dari hasil data tersebut dapat dilihat bahwa rata-rata siswa mampu menghadapi situasi yang berbeda ketika menyelesaikan tugas. Namun dibalik kemampuan siswa dalam menghadapi situasi tersebut ternyata masih ada yang terkadang memiliki keraguan terhadap kemampuan diri yang dimilikinya. Dan hal itu bisa terjadi karena adanya beberapa faktor penyebab. Faktor-faktor yang dimaksud ialah pengalaman sukses sebelumnya, dorongan dari orang lain, dan keadaan psikologis. Dari ketiga faktor ini, pengalaman keberhasilan masa lalu dan kondisi psikologis adalah faktor-faktor yang berdampak besar pada self-efficacy siswa dalam keterampilan berbicara.*

***Kata Kunci :** Efikasi Diri, Keterampilan Berbicara, Faktor Penyebab Efikasi Diri*

Abstract: Self-efficacy is someone's self-efficacy of the skills or talents that have been owned. In speaking skills self-efficacy has an important role for the success of students in completing the tasks given by lecturers. The purpose of this study is to find out what factors cause students' self-efficacy in speaking skills and dominant factors. There are two research questions discussed in this study, (1) What are the causes of self-efficacy students in speaking skills?, And (2) What are the dominant factors of high causes or low self-efficacy students in speaking skills? This research was conducted using a descriptive qualitative approach. Participants in the study were students of the seventh semester English language study program at the University of Muhammadiyah Kotabumi. In conducting this research, researchers

obtained data through a questionnaire. The results of this study indicate that of 8 students 4 of them have high self-efficacy and 2 low. From the results of the data it can be seen that the average student is able to deal with different situations when completing the task. But behind the ability of students in the face of the situation, there are still those who sometimes have doubts about their own abilities. And that can happen because of several factors causing. The factors in question are previous successful experiences, encouragement from others, and psychological situations. Of these Three Factors, Experience of The Past Success and Psychological Condition Action Factors That Have A Big Impact on Students' Self-efficacy in Speaking Skills.

Keyword : *Students Self-efficacy, Speaking Skill, Factors Causing Self-efficacy*

I INTRODUCTION

Speaking is a basic skill in learning a language. English is a foreign language learning that must master four skills, namely speaking, writing, listening and reading. Among the four skills, speaking is one of the skills that requires productivity in the process of its activities. In speaking, students are required to be able to convey ideas to others and be able to respond back to what was conveyed by others. Mastery of speaking skills can be a benchmark to find out how far a student has mastered the language they are learn. In communicating it is important for students to master speaking skills. Speaking can make students build ideas and skills in producing good communication.

In order for students to speak English, they must have a desire to learn and believe that they can learn. Thus, students not

only have the motivation to learn but also have confidence in carrying out practices and assignments. In line with this, Hamouda (as cited in Hadriana, 2020) responded that there are several factors that make students feel reluctant to speak English, namely anxiety, lack of interest in learning, shyness, low self-esteem, and confidence in speaking. Skills. One of the important factors to control students in speaking English is confidence in their abilities, or what can be called self-efficacy. Self-efficacy is part of the psychological factors of students in speaking English. Self-efficacy can be said as a student's belief in his ability to perform tasks in speaking. There is still a relationship between students' beliefs and their performance in speaking English. Self-efficacy has an influence on students' speaking skills. Therefore, students must

have self-efficacy to be able to obtain good results in accordance with the objectives.

Many studies reveal that self-efficacy has a significant relationship with English speaking skills. Self-efficacy in speaking can affect the achievement of their speaking skills depending on their self-confidence. Students who have high self-efficacy will show relatively greater performance than students who have low self-efficacy. People who have high self-efficacy tend to like the given task, while people who have low self-efficacy will find it difficult with the given task. This shows that self-efficacy is a strong determinant of a person's level of achievement.

Based on the results of interviews conducted by researcher with several seventh semester students at Universitas Muhammadiyah Kotabumi, the researcher found that there were still many students who often made mistakes in speaking English. This was said by several students, they said that there were still many mistakes that students often made in speaking. Common mistake include grammatical errors, inappropriate choice of vocabulary, and incorrect pronunciation of words. This can be caused by the students' lack of understanding of grammar, vocabulary, and pronunciation. In the other hand, students also said that they

often lacked confidence when speaking, and often did not believe in their abilities when asked to speak in front of the class. They also said that the performance of their friends was very influenced their confidence in their abilities. Sometimes there are students who have good abilities but they are nervous in speaking. This can all be caused by various factors, such as: lack of linguistic understanding of speaking skills, and from a psychological perspective, namely belief in one's own abilities or what can be called self-efficacy.

Self-efficacy is a person's belief in his abilities. With self-efficacy, students can do their assignments well without any obstacles. Apart from that, self-efficacy has an important role in speaking skills. Therefore, researchers want to examine the factors that cause students' self-efficacy in speaking skills and what factors are most dominant in high or low self-efficacy in speaking skills in seventh semester students of the English study program at Universitas Muhammadiyah Kotabumi.

II METHOD

Based on the characteristics and problems above, this research is qualitative research. According to Sugiyono (2019) qualitative

research methods are research methods that are based on philosophy, postpositivism, and are used to study the condition of natural objects, where the researcher is the key instrument. Based on the previous explanation, this is closely related to the research that will be carried out by researchers, where the use of this method aims to provide knowledge in the form of an overview of the factors that cause student self-efficacy as well as the dominant factors of high or low student self-efficacy in speaking skills.

In this study, researchers will describe various situations, conditions and social interactions that occur. This is because the researcher will analyze the data descriptively and provide conclusions in the form of sentences. The purpose of this data is to determine the factors that cause student self-efficacy in speaking along with the dominant factors for high or low student self-efficacy in speaking skills in seventh semester students of the English language education study program at Universitas Muhammadiyah Kotabumi.

The data source used in this research was taken from seventh semester students of the English language education study program at Muhammadiyah University, Kotabumi. The number of students in this class is 44. The

researcher chose the seventh semester as the subject. The reason for choosing this semester was because based on the initial interviews conducted previously, students still often made mistakes in speaking English. In addition, students feel less confident when speaking, and often feel unsure of their own abilities when asked to speak in front of the class. The problems experienced by these students are related to belief in one's own abilities, which is called self-efficacy. Self-efficacy has an important role in speaking skills. Good self-efficacy can make students confident when speaking.

In this research, researchers have taken the necessary samples based on considerations of the research objectives. So the researcher took several students as samples. Selection is based on student test scores. In this study, the sample selection was grouped into three, namely the highest score and the lowest. The choice of this category was based on the aim of the research itself, namely by looking at the differences between students who had high and low scores. From these two categories, it can be seen the factors that cause students' self-efficacy in speaking skills as well as the dominant factors. After determining the categories, the researcher determined 8 students as samples.

To find out students' self-efficacy in speaking skills and the factors that cause it, there are several instruments that can be used. The instruments themselves are important in research. The use of instruments as a way for researchers to collect data. In this research, researchers used a questionnaire as a research instrument. To determine the validity of a data, it is necessary to test the validity and reliability. In qualitative research, Sugiyono (2019, p.270) states that the validity of qualitative data includes credibility, transferability, dependability, and confirmability tests. Therefore, the researcher used expert judgment to test the data. In analyzing the data, the researcher used a qualitative descriptive method. Before finding the results, the researcher will analyze the data by collecting data, compiling the data, and presenting the data.

III. RESEARCH FINDING

This chapter discusses the self-efficacy of seventh semester students in speaking English and its causal factors. Therefore, to obtain this information, researchers conducted research by distributing questionnaires to students. After carrying out this process, the researcher analyzed the data obtained to find

information related to the objectives of this research. Data collection in the form of a questionnaire was carried out via Google Form. In this research, data was collected in the form of a questionnaire. For the questionnaire, the researcher took data samples of 8 people from all seventh semester students of the English language education study program. Data sampling is based on the test scores obtained by students, and has been grouped into two categories, namely; High and low. The students selected to be used as data samples had the initials NDW, RDS, ON, NYP, AF, AN, YN and SFZ. To analyze respondents' answers, researchers describe these answers then summarize the results and connect them to related theories.

4.1. Students Self-efficacy in Speaking Skill

Self-efficacy is a student's belief in their own abilities. Every student certainly has a different level of self-efficacy. Students who have high self-efficacy tend to like facing challenges that make them more confident. Meanwhile, students who have low self-efficacy prefer to avoid it because students feel they are unable to deal with it. And to measure the level of student self-efficacy, it can be seen from the level of difficulty, ability to deal with situations and self-control. This is in line with the statement

by Tentama and Mukti (2020) which states that indicators of self-efficacy refer to the dimensions of magnitude, strength, and generality.

a. Magnitude

For the magnitude dimension, there are 6 statements in the questionnaire consisting of positive and negative statements. For positive statements, there are 3 statements located at number 5, namely "I believe that I can speak English well" statement number 6, namely "I can complete the assignments given by the English teacher well" and statement number 7, namely "I think I can improve my English speaking skill well". Meanwhile, there are 3 negative statements consisting of number 20, namely "I give up easily when I fail" statement number 21 is "I feel less confident when asked by the teacher to speak English in front of the class" and statement number 22 is "My lack of ability in mastering English grammar, vocabulary, pronunciation and fluency makes me an element of being able to improve my English speaking skills". This indicator contains problems related to the level of difficulty of individual student assignments.

From magnitude dimension there are 6 students who can be said to be able to overcome difficulties in carrying out English

speaking tasks. ON have strong self-confidence when overcoming difficulties in speaking skills, while 5 other students, namely NDW, YN, AN, SFZ and RDS sometimes still have doubts about their abilities, especially when facing difficulties in speaking skills which makes them slightly less than optimal in overcoming these difficulties. Furthermore, there are still 2 other students, namely NYP and AF, who still lack confidence in their abilities when facing difficulties in speaking skills, which can have an impact on the results of the assignments carried out by the students.

b. Strength

For the strength dimension, there are 4 statements in the questionnaire consisting of positive and negative statements. For positive statements, there are 2 statements located at number 8, namely "With my persistence in studying, I believe I can speak English fluently" and number 9, namely "When I face difficulties in speaking English, I can handle them well". Meanwhile, for negative statements, there are 2 statements located at number 23, namely "I am sometimes lazy to learn to speak English" and number 24, namely "When I make mistakes in speaking English, I feel nervous and anxious and it makes me lose concentration". This component is a problem related to the

level of strength or expectations of students' confidence in completing assignments.

From strength dimension there were 6 students who were able to survive when facing difficulties in completing speaking skills assignments. ON have strong self-confidence, so they are able to survive when facing various challenges with confidence. 5 other students with the initials NDW, RDS, AF, AN dan SFZ, can sometimes withstand challenges or difficulties, but also still feel doubts about their abilities, which can make them have a little difficulty in facing difficult tasks. The other 2 students, NYP and YN, were less able to persist in facing challenges that were considered difficult, and this could interfere with their success in completing assignments and have a negative impact on their self-confidence. Meanwhile, the ability to face various challenges can foster a sense of optimism about one's abilities.

c. Generality

For the generality dimension, there are 4 statements in the questionnaire consisting of positive and negative statements. For positive statements, there are 2 statements located at number 10, namely "If I make a mistake in speaking English, I will try to stay calm and not panic" and number 11, namely "When my target is not reached, I will try to achieve it another day."

Meanwhile, for negative statements, there are 2 statements located at number 25, namely "I am feel lazy to correct my mistakes in speaking English" and number 26, namely "I often ignore mistakes and tend to repeat them". This component is a problem related to students' mastery ability in linking previous experiences with new tasks.

From generality dimension the students' with the initials AN who have strong confidence so that they are able to manage the various problems they experience when speaking English. Meanwhile, the other 5 students, namely RDS, ON, NYP, YN and SFZ, are still doubtful about their abilities so that sometimes they still have a little difficulty in managing problems when speaking English. Besides that, there are 2 students, namely AF and NDW who can be said to be less able to manage the problems they experience when speaking English. Meanwhile, students' ability to manage problems can have an impact on students' ability to complete assignments given by the lecturer.

Based on the explanation above, it can be concluded that of the 8 students there are 6 students who have quite strong confidence in their abilities. Confident in facing challenges and able to overcome problems in certain situations. Furthermore, there were 6

students who were able to persevere in facing challenges and had confidence in positive results through hard work. In addition, there are 6 students who have the confidence to be able to solve problems in various situations with their ability to complete various tasks.

4.2. The factors that cause high or low student self-efficacy in speaking skill

Both high and low can occur due to various factors. Below is a complete description of the factors that cause high or low student self-efficacy in speaking.

a. Experience of The Past Success

This section refers to the process of students taking further action based on the experiences that students have previously gained. In this process students must be able to form confidence in their abilities in order to get good results. In this section there are 2 statements consisting of positive and negative statements. The positive statement is number 3, namely "When I fail, I will use that failure as a lesson to be better in the future". Meanwhile, the negative statement is number 18, namely "I stop trying when I fail".

From experience the past success factor the 5 students consider their past successes to be very useful for them in strengthening their self-confidence in their abilities. Apart from that, not only success, failure experienced is

also not considered an obstacle. For them, failure is a positive lesson so that the future will be better than before. However, there was 3 student, namely NYP, YN and RDS who thought that previous experience did not have much impact on their self-efficacy in speaking skills. they tend not to think about things that have happened, they only focus on the tasks they are facing at that time.

b. Encouragement from Others

This indicator refers to a student's ability to receive encouragement or support from others as positive energy in an effort to overcome self-doubt about the student's abilities. So, with this support students are able to build their motivation again in the hope of being able to get the desired results. In this section there are 2 statements consisting of positive and negative statements. The positive statement is in number 4, namely "I think the support from other people really helps me in taking further action". Meanwhile, the negative statement is number 19, namely "I feel I can complete my task well without the support of others".

From encouragement from others factor there are 6 students who think that support from other people is very important. AN think that support from other people can make them more motivated to achieve their desired goals. This is also felt by 5 other

students, namely RDS, ON, AF, YN and SFZ although sometimes this support does not have much of an impact on their self-confidence. On the other hand, there were 2 students, namely NDW and NYP who thought that support from other people was not very important to them. because according to her she herself are capable enough to generate their own motivation.

c. Psychological Condition

A good psychological condition can increase self-confidence in one's abilities. Apart from that, psychology has a controlling role in efforts to respond to oneself in certain situations. Mood, emotional state, physical reactions, and anxiety levels can influence a person's feelings about their personal abilities.

In this section there are 12 statements consisting of positive and negative statements. For positive statements, it is in number 1, namely "I think speaking English is a basic skill that I should master", statement number 2 is "Mastery of vocabulary, grammar, and pronunciation is very necessary in speaking skill", statement number 12 namely "Even although the task given by the teacher was difficult, I was able to overcome the difficulty", statement number 13 is "I am very interested in being able to speak English", statement number 14

is "I never saw failure as a threat to me achieving my goals", and statement number 15, namely "When I get assignments, I will do my best to get better results".

For negative statements, it is in number 16, namely "In my opinion speaking English is a skill that is not mandatory to be mastered", statement number 17 is "I am confident that I can speak English fluently even though my vocabulary, grammar, and pronunciation are still not good", statement number 27 is "If the English teacher gives me a difficult assignment, I think about avoiding the task", statement number 28 is "I think speaking English is very boring", statement number 29 is "I sometimes think more about failure than success before taking action", and statement number 30, namely "When I was given an assignment by the teacher, I wasn't sure I could do it well".

From psychological condition factor the 7 students think that psychological conditions have a big impact on their self-confidence in speaking skills. 2 students, namely NDW and ON, considered that psychological factors had an important role in their ability in speaking skills. RDS, NYP, AF, YN and SFZ students also felt this, although sometimes they thought that this did not have much impact on their beliefs. Meanwhile, if the student's psychological condition is quite

good, the student's self-efficacy can be high and vice versa. Apart from that, the other students that is AN who felt that psychology was not a factor that had a big impact on their self-confidence in their abilities. In fact, psychological conditions are very important to be able to make students think clearly about what actions to take when facing difficulties in completing assignments.

Apart from that, there were 7 students who considered that the experiences experienced by students, whether failed or not, were very necessary for self-evaluation so that the future would be much better. However, there was 1 student who did not think so so this did not really have an impact on the student's self-efficacy in speaking skills. Apart from that, 9 students felt that their psychological condition had a significant impact on students' self-efficacy. Meanwhile, 3 other students thought that it didn't have much of an impact on them.

4.3. The dominant factor is high or low student self-efficacy in speaking skills

Based on the data above, the results show that experience of the past success and psychological condition are dominant factors in high or low students' self-efficacy in speaking skills. The experiences they have had or observations of other people's experiences have a huge impact on their self-

efficacy. They think that failure experienced by them or others can make them rise up for students who have high self-efficacy, while students who have low self-efficacy think that this does not make them motivated. Apart from that, students' psychological conditions also have an important role in students' self-efficacy in speaking skills. This can be seen in the answers of students who are sometimes afraid when facing tasks that they consider difficult, so this can reduce students' self-confidence in their own abilities.

So the conclusion is that the experiences experienced by students and those from other people as well as psychological conditions have quite a big impact on the high or low level of student self-efficacy in speaking skills. This can happen when students cannot properly control their psychological state. Because good psychology is able to respond positively to everything that happens, while bad psychological conditions tend to respond to things as something negative, which can have an impact on their self-efficacy in speaking skills.

4.4 Discussion

In this section the researcher discusses further the research results that have been obtained based on the data previously

presented. These data show the self-efficacy of 7th semester students in speaking skills and the causal factors. According to Bandura (as cited in Wibowo et al., 2018) Measurement of a person's self-efficacy refers to three dimensions, namely: magnitude, strength, and generality. In these three dimensions, it shows the level of difficulty of students in completing assignments. For high or low student self-efficacy can be caused by several factors. Bandura (as cited in Zagoto, 2019) said that there are several factors that can influence self-efficacy, including experiences of mastery over previous success, seeing other people's success in carrying out tasks, encouragement from other people, and psychological conditions. These factors describe the level of student self-efficacy in speaking English. The parts of the most dominant factors can have a big impact of student self-efficacy.

Based on the research results, from the third factor, namely experiences of the past success, encouragement from others and psychological conditions, it was found that experiences of the past success and psychological conditions were very dominant factors in students' self-efficacy in speaking skills. 4 students who had high self-efficacy considered that experience was very

important for them. For students, the success experiences of others or themselves are very helpful in increasing their enthusiasm to achieve success. However, when they experience failure or see other people fail, sometimes it can make them feel afraid, but this can be managed well by them. The experiences of failure or success that they see or experience can be used as lessons that make them rise to correct their mistakes.

Meanwhile, there are 2 students who had low self-efficacy believed that a person's success or failure tended to be responded negatively by students who had low self-efficacy because they felt unsure of their abilities. For NYP and AF who have low self-efficacy sometimes tend to become easily anxious and panic when faced with lessons that are beyond their wishes. This can make students unable to overcome these problems well. In addition, for them, the lack of support from other people makes them less enthusiastic about achieving success. On the other hand, a lack of ability to control feelings of anxiety when facing difficulties can also reduce their self-efficacy in speaking skills. So it can be said that positive and negative thoughts have a big impact on students' attitudes in responding to the situations they experience.

From the third factor, the data shows that past success experiences and psychological conditions are the most dominant factors in the high or low level of students' self-efficacy in speaking skills. Each factor obtained a percentage of 0.81% and 0.82%, while encouragement from other people was only 0.71%. These results indicate that the way students respond to the experiences they experience or other people experience greatly impacts the level of student self-efficacy in speaking skills.

V. Conclusion

From the results of the research and explanation in the previous chapter, there are three factors that cause high or low self-efficacy of students in the 7th semester of the English Language Education study program at Universitas Muhammadiyah Kotabumi in speaking skills, namely experience of the past

success, encouragement from others and psychological condition. Based on previous data, there are 4 students who have high self-efficacy, where they are able to face various situations with confidence. However, 2 students who have low self-efficacy sometimes feel unable to face the situation so they tend to give up easily and complete the assignment as is. An increase or decrease in a person's self-efficacy can be caused by various factors. Based on the research results, it was found that the dominant factors that greatly impacted their self-efficacy in speaking skills were experiences of the past success and psychological conditions. These two factors have a big influence on students' self-efficacy in speaking skills.

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